

# NATIONAL EDUCATION STANDARDS ALIGNMENT CHART

Lesson A	Lesson B	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10	LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15	EXTENSIONS
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## National Standards for Social Studies

Source: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

### Standard I. Culture

a. Explore and describe similarities in differences in the ways groups, societies, and cultures address similar human needs and concerns.

d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

### Standard II. Time, Continuity, & Change

Read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

### Standard III. People, Places, & Environments

a. Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

c. Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

f. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.

j. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

### Standard IV. Individual Development and Identity

b. Describe personal connections to place—especially place as associated with immediate surroundings.

e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

h. Work independently and cooperatively to accomplish goals.

### Standard V. Individuals, Groups, & Institutions

b. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.

c. Identify examples of institutions and describe the interactions of people with institutions.

d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.

e. Identify and describe examples of tensions between and individual's beliefs and government policies and laws.

g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

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<b>Standard VI. Power, Authority, &amp; Governance</b>																			
a. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups, and school class.													✓			✓	✓		
c. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.												✓	✓				✓		
g. Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.													✓						
h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.						✓		✓								✓	✓	✓	
<b>Standard VII. Production, Distribution, &amp; Consumption</b>																			
a. Give examples that show how scarcity and choice govern our economic decisions.						✓				✓				✓		✓	✓		
e. Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the productions and exchange of goods and services.	✓					✓													
f. Describe the influence of incentives, values, traditions, and habits on economic decisions.												✓							
i. Use economic concepts such as supply, demand, and price to help explain events in the community and nation.		✓		✓		✓										✓			
<b>Standard VIII. Science, Technology, &amp; Society</b>																			
a. Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.		✓	✓		✓	✓				✓	✓	✓	✓	✓		✓			
b. Identify and describe examples in which science and technology have led to changes in the physical environment.				✓	✓		✓	✓							✓	✓			
d. Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies.					✓					✓					✓				
e. Suggest ways to monitor science and technology in order to protect the physical environmental, individual rights, and the common good.					✓	✓	✓	✓		✓		✓	✓	✓		✓	✓		
<b>Standard IX. Global Connections</b>																			
c. Examine the effects of changing technologies on the global community.					✓	✓		✓											
d. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.			✓	✓		✓	✓	✓							✓	✓	✓		
e. Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.								✓			✓			✓	✓	✓	✓		

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<b>Standard X. Civic Ideals &amp; Practices</b>																			
c. Locate, access, organize, and apply information about an issue of public concern from multiple points of view.										✓		✓	✓	✓				✓	
d. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.																		✓	
e. Explain actions citizens can take to influence public policy decisions.																		✓	
f. Recognize that a variety of formal and informal factors influence and shape public policy.																		✓	
g. Examine the influence of public opinion on personal decision-making and government policy on public issues.												✓	✓					✓	
i. Describe how public policies are used to address issues of public concern.												✓	✓					✓	
j. Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.							✓						✓	✓	✓	✓	✓	✓	
<b>National Standards for Family and Consumer Sciences</b>																			
Source: <a href="http://www.nasafacs.org/national-standards-overview.html">http://www.nasafacs.org/national-standards-overview.html</a>																			
1.1.1: Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.						✓				✓					✓	✓	✓	✓	
1.2.4: Demonstrate teamwork skills in school, community and workplace settings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.2.7: Analyze factors that contribute to maintaining safe and healthy school, work and community environments.										✓				✓	✓	✓	✓	✓	
1.3.4: Analyze community resources and systems of formal and informal support available to individuals and families.														✓		✓	✓		
1.3.6: Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.						✓	✓	✓				✓	✓	✓	✓	✓	✓		
6.2.5: Analyze the effects of globalization and increasing diversity on individuals, families, and society.													✓	✓					✓
8.1.1: Explain the roles, duties, and functions of individuals engaged in food production and services careers.	✓					✓				✓									
8.1.4: Analyze the effects of food production and services occupations on local, state, national, and global economies.			✓	✓	✓			✓											
8.2.1: Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.										✓									
8.2.3: Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.										✓									
12.2.2: Analyze the impact of social, economic, and technological forces on individual growth and development.			✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓			
13.3.3: Demonstrate effective listening and feedback techniques.				✓	✓					✓		✓	✓		✓			✓	
13.5.1: Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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13.6.5: Compare the relative merits of opposing points of view regarding current ethical issues.						✓					✓		✓					✓
<b>Next Generation Science Standards</b>																		
Source: <a href="http://nextgenscience.org">nextgenscience.org</a>																		
HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	✓		✓															
HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.					✓													
HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.				✓	✓		✓	✓							✓		✓	✓
HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.		✓					✓											
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.				✓	✓		✓	✓	✓	✓	✓				✓			
HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.								✓							✓		✓	✓
<b>National Health Education Standards</b>																		
Source: <a href="http://www.cdc.gov/healthyschools/sher/standards/index.htm">http://www.cdc.gov/healthyschools/sher/standards/index.htm</a>																		
1.12.3: Analyze how environment and personal health are interrelated.	✓	✓	✓		✓			✓	✓	✓				✓	✓			✓
1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.										✓	✓		✓	✓		✓		
1.12.15: Propose ways to reduce or prevent injuries and health problems.					✓			✓		✓		✓	✓					
2.12.4: Evaluate how the school and community can affect personal health practice and behaviors.															✓	✓		✓
2.12.5: Evaluate the effect of media on personal and family health.												✓	✓	✓		✓		
2.12.6: Evaluate the impact of technology on personal, family, and community health.				✓						✓	✓	✓	✓	✓	✓	✓		
2.12.10: Analyze how public health policies and government regulations can influence health promotion and disease prevention.										✓		✓	✓			✓	✓	✓

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2.12.14: Evaluate how the school and community can affect personal health practice and behaviors.														✓				
8.12.4: Adapt health messages and communication techniques to a specific target audience.										✓		✓	✓		✓			
<b>Common Core English Language Arts Standards</b>																		
Source: <a href="http://www.corestandards.org">www.corestandards.org</a>																		
<b>Writing Standards, Grades 11-12</b>																		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.																		✓
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.																		✓
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.																		✓
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.																		✓
<b>Speaking and Listening Standards, Grades 11-12</b>																		
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.												✓	✓	✓		✓	✓	✓
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Standards, Grades 11-12</b>																		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		✓